



SC Annual School
Report Card
Summary

Pendergrass-Fairwold School
RICHLAND 1
Grades: PK-12 Enrollment: 108
Principal: Faythe Kennedy Redenburg
Superintendent: Dr. Percy A. Mack
Board Chair: Aaron Bishop

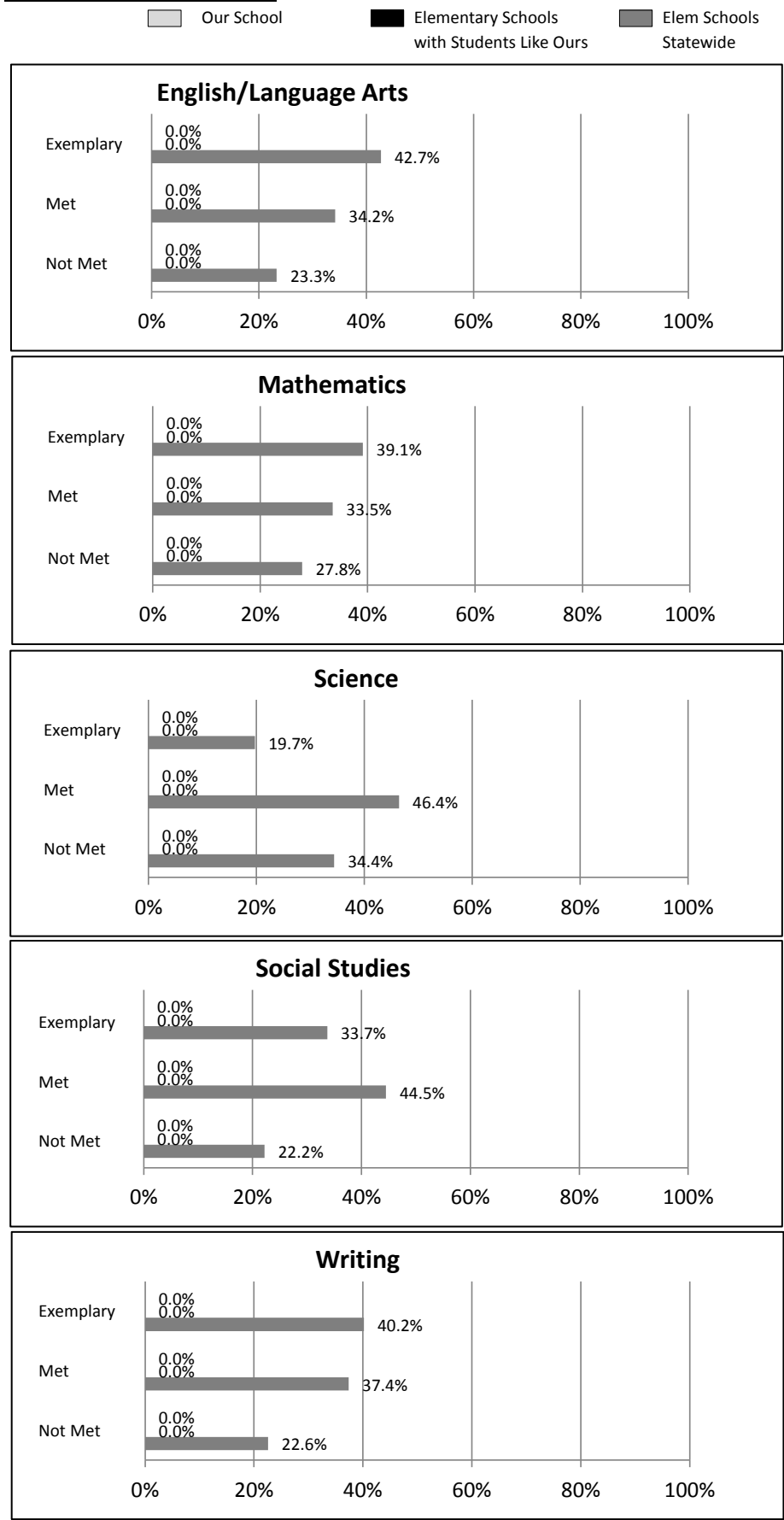
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	N/A	N/A	TBD	TBD	F	N/A
2013	N/A	N/A	N/A	N/A	I	N/A
2012	N/A	N/A	N/A	N/A	I	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

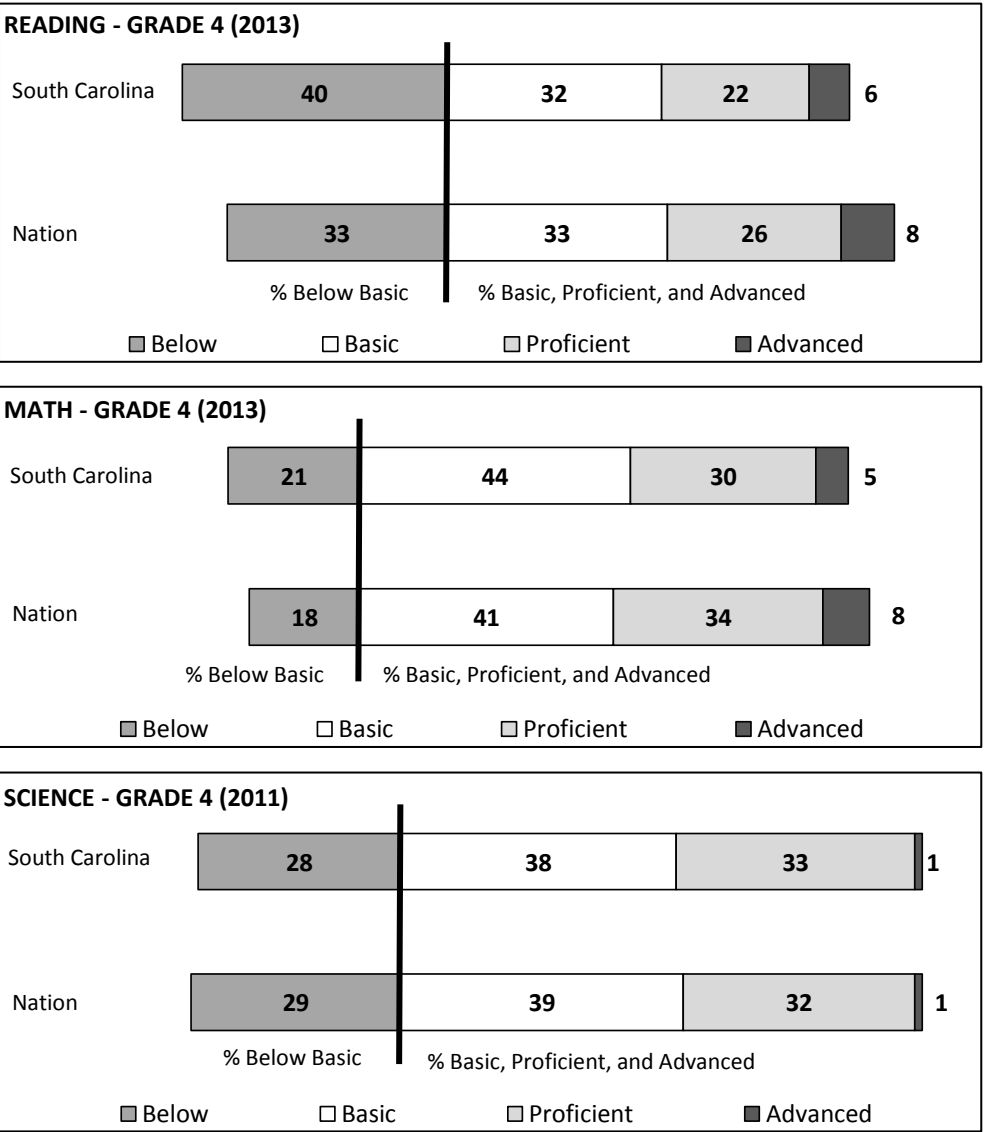
* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Pendergrass-Fairwold School
RICHLAND 1

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 108)				
Retention rate	42.7%	Up from 42.4%	1.6%	1.0%
Attendance rate	90.5%	Down from 92.8%	96.0%	96.5%
Served by gifted and talented program	0.0%	No change	2.9%	7.3%
With disabilities	86.4%	Up from 83.8%	14.0%	12.5%
Older than usual for grade	44.7%	Up from 41.4%	2.9%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 19)				
Teachers with advanced degrees	73.7%	Down from 84.2%	60.0%	62.3%
Continuing contract teachers	78.9%	Down from 84.2%	74.2%	81.2%
Teachers returning from previous year	81.0%	Down from 87.9%	83.7%	88.4%
Teacher attendance rate	95.8%	Up from 95.1%	95.3%	95.3%
Average teacher salary*	\$54,718	Down 2.6%	\$46,030	\$47,902
Classes not taught by highly qualified teachers	N/A	N/A	0.0%	0.0%
Professional development days/teacher	10.4 days	Up from 8.1 days	10.4 days	10.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	9.6 to 1	Down from 10.0 to 1	18.5 to 1	19.9 to 1
Prime instructional time	85.7%	Down from 87.6%	90.4%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	96.6%	Up from 95.9%	100.0%	100.0%
Character development program	Below Average	No change	Excellent	Excellent
Dollars spent per pupil**	\$27,999	Up 23.2%	\$8,672	\$7,680
Percent of expenditures for instruction**	61.5%	Up from 61.0%	65.1%	66.8%
Percent of expenditures for teacher salaries**	61.3%	Up from 60.0%	64.6%	66.0%
ESEA composite index score	44.7	N/A	70.7	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	14	N/A	1
Percent satisfied with learning environment	100.0%	-4.0%	-4.0%
Percent satisfied with social and physical environment	100.0%	-4.0%	-4.0%
Percent satisfied with school-home relations	85.7%	-4.0%	-4.0%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass-Fairwold School serves medically fragile and severely intellectually and physically disabled students from ages three to twenty-one who require a structured educational environment which will help them maximize physical mobility, self-help skills, life skills, and consequently, facilitate their adjustment to community living. We also provide services for students ages eighteen to twenty-one who require significant supportive programming to transition from school to work or from school to independent living. All students receive educational and related services according to their Individualized Education Plan (IEP) and are monitored for progress according to the guidelines of their IEP.

During the 2013-2014 school year, we have evaluated our school and program in an effort to identify our areas of strengths and make plans for continuous improvement. Although we included input from all stakeholder groups at the inception of our plan, we have not had success in maintaining involvement from individuals other than faculty members. Through the process of developing our renewal plan, we have targeted working towards better communication with our stakeholders as an explicit area of improvement. This is a challenge for us as our students live in all areas of the district. To accomplish this goal, we are in the process of developing an active School Improvement Council (SIC) and Parent-Teacher Organization (PTO). We have scheduled monthly meetings and currently have six new members. We will continue to work diligently to attain our goals and continue to encourage all students and staff to do their best.

Professional development is an area of strength for both the district and Pendergrass-Fairwold School. Specifically, at Pendergrass-Fairwold, all certified faculty members participate in a monthly book study centered on student achievement. On a weekly basis, faculty and staff members participate in professional learning communities in which they collaborate to ensure consistency in providing the best possible learning environment for all students. We have also implemented a Classified Mentoring program to ensure each new classified staff member is successful. All staff members participate in ancillary professional development activities throughout the school year including First Aid and CPR. Fairwold staff is trained in Crisis Prevention Institute’s Non-Violent Crisis Intervention training as well as procedures for medical situations such as tube feeding and seizures.

During this school term, we have utilized a new curriculum that is aligned with Common Core Standards. With the implementation of Unique Learning Systems, all teachers have been using the same criteria and activities while maintaining the unique learning needs given the diversity of disabilities ranging from non-verbal students and those who cannot read or write and verbal students who do have academic skills. Since we have only used this curriculum in its fullest during the 2013-2014 school year, we have limited data to use to assess the strengths and weaknesses of the program as it relates to our student population. At the conclusion of this school term, we will compile data to determine the benefits of using the Unique Learning System and Project Discovery.

Faythe Kennedy Redenburg, Principal
Myra Gantt, SIC Chairperson

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